

THE VALUE AND PRACTICABILITY OF THE
ACCREDITING SYSTEM FOR THE ELEMENTARY
RURAL SCHOOLS OF CUSTER COUNTY, OKLAHOMA

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H.T.F.

June 15, 1936

DEDICATION

The writer wishes to dedicate this thesis to his wife, Opal Gladys Ford, and to his twin children, Bert Ann Ford and Tommy Ford.

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CHAPTER I

INTRODUCTION

Previous to the school year 1927-1928 all pupils who graduated from an elementary rural school were required to take a county examination before they were allowed to enter any accredited high school. In 1927 the State Department of Education, the State Teachers Colleges, the Oklahoma Agricultural and Mechanical College, and the University of Oklahoma established a system for the accrediting of elementary rural schools.

For several years the State Department of Education had made an attempt to improve the conditions of the physical plant of the rural schools of the state by means of a Model School Score Card. Points were given for all improvements in the school building or yard, and the school rated according to the total score.

Under the system of accrediting, as established in 1927, if a school had achieved model rating, had a qualified teacher, and a term of sufficient length, it was placed on the accredited list for the following year. All schools on the list have the privilege of waiving the county examination for all of their eighth grade graduates. Those graduates of schools that are not on the accredited list for the year of their graduation are still required to take the county examination before receiving certificates that allow them to enter high school.

The purpose of this survey is to determine the value and practicability of the Accrediting System of the State

partment as applied to the elementary Rural Schools of Custer County. For this purpose the writer has made a comparison of the achievements of the graduates from the accredited and non-accredited Rural Schools of Custer County for the years 1927-1928, 1928-1929, 1929-1930. They are compared on the basis of high school entrance, tenure, marks in high school subjects, and knowledge of basic subjects as shown from achievement tests given by the County Superintendent.

Data for this survey were received from: (1) the State Department of Education; (2) records of the County Superintendent of Education; (3) the permanent records of the High Schools of Custer County.

(1) The Model and Accredited Elementary Bulletins for the years 1927-1928, 1928-1929, 1929-1930 gave the requirements for accrediting and a list of the accredited schools for those years.

(2) The records of the County Superintendent of Education gave a list of all students who had graduated from the elementary rural schools for the years 1927-1928, 1928-1929, 1929-1930, and the scores made on the achievement tests given by the County Superintendent.

(3) Permanent records of the High Schools of Custer County gave the enrollment, tenure, and marks of all students who entered high school.

The determining factors of this comparison are the percentage of pupils entering the ninth grade, percentage of pupils completing the ninth grade, percentage of pupils entering the tenth grade, percentage of pupils completing the

tenth grade, marks in high school subjects, and scores made on achievement tests. For this comparison the graduates are divided into six groups: (1a) non-accredited one-room schools; (1b) accredited one-room schools; (2a) non-accredited two-room schools; (2b) accredited two-room schools; (3a) non-accredited consolidated schools; (3b) accredited consolidated schools. There are no other types of elementary rural schools in Custer County.

The writer makes no attempt to prove either type of school superior to the other, but draws conclusions from the results presented by the survey.

CHAPTER II

A COMPARISON OF THE SCORES MADE BY THE PUPILS OF
THE DIFFERENT ACCREDITED AND NON-ACCREDITED GROUPS
ON TESTS FROM THE STATE DEPARTMENT OF EDUCATION

Orville J. Prier, County Superintendent of Custer County, gave a series of tests to every student of the one-room and two-room elementary rural schools of Custer County in the school year 1933-1934. These tests were compiled by the State Department of Education from questions sent in from the rural teachers of the different counties. They covered all of the basic subjects and were divided into four divisions, one for each of the four upper grades, fifth to eighth inclusive. The tests were made for the purpose of testing the knowledge of the pupil over the work that he should have covered in his elementary study up to the date of the test.

This chapter deals with a comparison of the scores made on these tests by the pupils of the accredited and non-accredited one-room and two-room schools. For the purpose of comparison the results of the tests have been divided into four groups: the scores made by the one-room accredited, one-room non-accredited, two-room accredited, and two-room non-accredited schools. (Table I)

These four groups ranked as follows: first--two-room accredited (average score 38.8); second--one-room accredited (average score 31.8); third--one-room non-accredited (average score 27.6); fourth--two-room non-accredited (average score 25.8).

Table I shows that in the fifth grade the average score of 52 pupils in the one-room non-accredited schools was 24

TABLE I

THE AVERAGE SCORES OF STANDARDIZED TESTS GIVEN BY THE COUNTY SUPERINTENDENT
TO ALL STUDENTS OF ONE-ROOM AND TWO-ROOM SCHOOLS IN CUSTER COUNTY.

Schools	No. of 8th Gr. Pupils	Aver- age Score	No. of 7th Gr. Pupils	Aver- age Score	No. of 6th Gr. Pupils	Aver- age Score	No. of 5th Gr. Pupils	Aver- age Score	Total No. of Pupils	Total Aver. Score
Group I One-room Acc.	35	40.3	27	33.5	31	27.8	38	26	131	31.8
Group II One-room Non-acc.	44	31.5	39	26.8	42	28.8	52	24	177	27.6
Group III Two-room Acc.	39	49.5	34	39.6	30	37.3	45	30	148	38.8
Group IV Two-room Non-acc.	11	32.1	15	26.1	26	26.3	17	20.9	69	25.8
Group V One-room & Two-room Acc.	74	46.2	61	36.9	61	32.5	83	28.2	279	35.6
Group VI One-room & Two-room Non-acc.	55	31.6	54	26.6	68	27.8	69	23.3	246	27.1

as compared to an average score of 26 made by 38 pupils in the one-room accredited schools. Seventeen pupils in the two-room non-accredited schools made an average score of 20.9 as compared to the average score of 30 made by 45 pupils in the two-room accredited schools.

In the sixth grade the average score of 42 pupils in the one-room non-accredited schools was 28.8 as compared to the average score of 27.8 made by 31 pupils in the one-room accredited schools. Twenty-six pupils in the two-room non-accredited schools made an average score of 26.3 as compared to an average score of 37.3 made by 30 pupils in the two-room accredited schools.

In the seventh grade the average score of 39 pupils in the one-room non-accredited schools was 26.8 as compared to an average score of 33.5 made by 27 pupils in the one-room accredited schools. Fifteen pupils in the two-room non-accredited schools made an average score of 26.1 as compared to an average score of 39.6 made by 34 pupils in the two-room accredited schools.

In the eighth grade the average score of 44 pupils in the one-room non-accredited schools was 31.5 as compared to an average score of 40.3 made by 35 pupils in the one-room accredited schools. Eleven pupils in the two-room non-accredited schools made an average score of 32.1 as compared to an average score of 49.5 made by 39 pupils in the two-room accredited schools.

The accredited schools showed a superiority in average score over the corresponding non-accredited schools in each

of the eight comparisons, with but one exception.

A combination of these figures shows that the total average score for the upper four grades of the non-accredited schools, both one-room and two-room, was 31.6, and of the accredited schools, both one-room and two-room, was 46.2.

The superiority of the accredited group of schools is too marked to consider that the factors that have placed the schools in accredited or non-accredited groups do not have a sound basis. The results of these tests verify the fact that the physical plant, teacher qualification, and length of term do produce a more highly enlightened graduate than do the schools of similar size that do not have these qualifications.

Summary.--With one exception the average scores made by the four upper grades of the accredited rural schools of Custer County were superior to the average scores made by the corresponding grades of the non-accredited rural schools.

The total averages for the four groups were: one-room accredited 31.8; one-room non-accredited 27.6; two-room accredited 38.8; two-room non-accredited 25.8.

¹
Van Alstine found that the average grade mark for all accredited schools was 31. The average grade mark for all non-accredited schools was 29. This was two points higher for the accredited schools than for the non-accredited schools.

¹
Frank L. Van Alstine, Value and Practicability of the Accrediting System for the Elementary Rural Schools of Washita County, Oklahoma, 1935.

The accredited rural schools are producing a markedly better student for high school entrance than the non-accredited rural schools of Custer County.

CHAPTER III

PROGRESS IN FIRST AND SECOND YEARS OF HIGH SCHOOL OF
PUPILS FROM THE ELEMENTARY RURAL SCHOOLS OF CUSTER COUNTY

Chapter II showed that the pupils of the accredited elementary rural schools of Custer County were superior in knowledge of basic subject material to the pupils of the non-accredited elementary rural schools. As a second means of comparison this chapter deals with a comparison of the entrance and tenure in the ninth and tenth grades of pupils from the different accredited and non-accredited school groups.

The writer attempts to answer two questions: at what age do eighth grade graduates have the greatest likelihood of entering and completing the first two years of high school work, and do the pupils of the accredited or non-accredited elementary rural schools of Custer County have the greater percentage entering and completing the first two years of secondary school?

The pupil who enters the first grade at the age of six years and makes normal progress will graduate from the eighth grade at the age of fourteen. But in an ordinary group the ages at graduation vary from early adolescence to early adult. Many causes for this variation have been suggested: health, intelligence, and attendance receiving frequent mention. These factors cause the children to be either retarded or advanced in comparison with their chronological age.

What age is the best for the pupil to finish his elementary grades? That is a mute question, influenced by ability, opportunity, and other elements that would bear up-

on his ability to do the work at a certain rate.

The answers to these questions are not attempted by the writer, but from a study of the tenure of 458 eighth grade graduates of known age through the ninth and tenth grades, he hopes to show at what age, as a whole, pupils are most successful in entering and completing these grades, and to make a comparison of the success of the different groups of accredited and non-accredited schools. The available means of finding the ages of the pupils who finished their eighth grade work were through the office of the County Superintendent, and from the schools in which they enrolled. This leaves a group of pupils who, when they had finished their first eight years, neither entered high school nor applied for a transfer from their local districts to the high schools that they intended to enter. The ages of this group are not included in Table II nor in the mean of the different school groups. As to whether or not they were of high, low, or average ages there is no means of ascertaining. The writer has included this group in the totals for percentage entering and completing the two different grades, but has been forced to omit them from the rest of the tables.

Table II shows the variation in ages of these students. The range is from 12 to 18 with a greater part of the pupils grouped around 14 to 16 years. There is no significant difference in the distribution of any of the groups, except in the mean or average ages. The mean age (Table II) of 20 graduates of the one-room accredited schools was 15.3 years; of the one-room non-accredited group was 16.0 years. The

TABLE II

AGE RANGE AND DISTRIBUTION OF THE EIGHTH
GRADE GRADUATES OF THE RURAL SCHOOLS OF CUSTER COUNTY

Age	One-Room Acc.	One-Room Non- acc.	Two-Room Acc.	Two-Room Non- acc.	Con- solli- dated	Con- solli- dated Non- acc.
18 yrs.	1	4	1	3	2	0
17 yrs.	3	14	2	8	13	4
16 yrs.	4	25	0	17	35	9
15 yrs.	3	25	8	23	48	13
14 yrs.	2	27	9	20	55	13
13 yrs.	1	12	6	9	20	5
12 yrs.	1	2	0	10	2	0
No. Never Tfcd.	5	85	5	40	0	12
Total	20	194	31	121	175	56
Mean Age	15.3	16.0	14.5	15.0	15.1	4.7

mean age of the two-room accredited schools was 14.5; of the two-room non-accredited schools was 15.0 years; of the consolidated accredited schools the mean age was 15.1 years; and of the consolidated non-accredited schools 14.7 years. The graduate of the one-room accredited schools was .7 of a year younger than the graduate of the one-room non-accredited schools. The graduate of the two-room accredited schools was .5 of a year younger than the graduate of the two-room non-accredited schools. The graduate of the consolidated non-accredited schools was .4 of a year younger than the graduate of the consolidated accredited schools.

2

Van Alstine found that the average age of the graduate of the one-room accredited schools was 13.7 years; of the one-room non-accredited group was 14.2 years. The mean age of the two-room accredited schools was 14.0; of the two-room non-accredited was 14.1. The mean age of the consolidated accredited schools was 13.6.

3

Griffith found that the average age of the graduate of the one-room accredited group was 14.2 years; of the one-room non-accredited group was 15.3 years. The mean age of the two-room accredited schools was 15.4; of the two-room non-accredited was 16.4. The mean age of the consolidated accredited schools was 14.2.

2

Ibid.

3

Guy Orlando Griffith, Value and Practicability of the Accrediting System for the Elementary Rural Schools of Pontotoc County, Oklahoma, 1933.

Nelson found that the average age of the graduate of the one-room accredited schools was 14.9 years; of the one-room non-accredited group was 14.2 years. The mean age of the two-room accredited schools was 14.0; of the two-room non-accredited was 14.2.

With but two exceptions in the eighteen comparisons made by these four surveys, the average age of the graduate of the accredited schools was lower than the average age of the graduate of the corresponding non-accredited schools.

The same group of students as shown in Table II is listed again in Table III under their respective lengths of tenure. Table III shows the percentage of students entering high school from the different school groups, according to the range of ages from 18 to 12 years. The one-room accredited schools showed a constant superiority over the non-accredited in all of the age groups: 18 year old group--accredited 100 per cent, non-accredited 50 per cent; 17 year old group--accredited 67 per cent, non-accredited 43 per cent; 16 year old group--accredited 75 per cent, non-accredited 48 per cent; 15 year old group--accredited 100 per cent, non-accredited 56 per cent; 14 year old group--accredited 100 per cent, non-accredited 84 per cent; 13 year old group--accredited 100 per cent, non-accredited 67 per cent; 12 year old group--accredited 100 per cent, non-accredited 100 per cent.

In the two-room accredited group there is little difference in favor of either the accredited or non-accredited

TABLE III

PERCENTAGE OF PUPILS ENTERING THE NINTH GRADE FROM
THE DIFFERENT SCHOOL GROUPS ACCORDING TO AGE RANGE

Age	One- room Acc.	One- room Non- acc.	Two- room Acc.	Two- room Non- acc.	Con- soli- dated Non- acc.	Con- soli- dated Non- acc.	Total Percent- age
18 yrs.	100	50	0	33	100	0	54
17 yrs.	67	43	50	61	62	25	52
16 yrs.	75	48	0	41	69	78	61
15 yrs.	100	56	88	82	77	77	75
14 yrs.	100	84	89	80	85	92	86
13 yrs.	100	67	100	89	85	80	83
12 yrs.	100	100	0	100	100	0	100

group. The percentages entering the ninth grade at the various ages were: 18 year old group--accredited 0 per cent, non-accredited 33 per cent; 17 year old group--accredited 50 per cent, non-accredited 61 per cent; 16 year old group--accredited 0 per cent, non-accredited 41 per cent; 15 year old group--accredited 88 per cent, non-accredited 82 per cent; 14 year old group--accredited 89 per cent, non-accredited 80 per cent; 13 year old group--accredited 100 per cent, non-accredited 89 per cent; 12 year old group--accredited 0 per cent, non-accredited 100 per cent.

The consolidated school group shows little difference in percentage of different ages entering the ninth grade. The percentages were: 18 year old group--accredited 100 per cent, non-accredited no pupils; 17 year old group--accredited 62 per cent, non-accredited 25 per cent; 16 year old group--accredited 69 per cent, non-accredited 78 per cent; 15 year old group--accredited 77 per cent, non-accredited 77 per cent; 14 year old group--accredited 85 per cent, non-accredited 92 per cent; 13 year old group--accredited 85 per cent, non-accredited 80 per cent; 12 year old group--accredited 100 per cent, non-accredited no pupils.

There seems to be no marked advantage in percentage entering the ninth grade at the different ages from either the accredited or non-accredited schools.

A significant part of Table III is shown in the total percentage of students entering the ninth grade from all of the elementary rural schools at different ages. They are: 18 year old group 54 per cent; 17 year old group 52 per cent;

16 year old group 61 per cent; 15 year old group 75 per cent;
14 year old group 86 per cent; 13 year old group 83 per cent;
12 year old group 100 per cent. The extent of the tendency
to enter high school is shown to have an almost perfect nega-
tive correlation with the age of graduation.

It has been shown previously in the six comparisons of
this survey, the four comparisons made by Van Alstine⁵, the
four comparisons made by Griffith⁶, and the four comparisons
made by Nelson⁷ that the average age of the graduate of the
non-accredited elementary rural schools was constantly high-
er than the average age of the graduate of the accredited
elementary rural schools. The accredited schools prepared
their graduates at a younger age than the non-accredited
schools. Therefore, if the preceding inference of the young-
er pupils being more successful is correct, they produced
students more apt to enter the ninth grade.

The group that entered the ninth grade (Table III) is
shown in percentages of different ages from the various
groups that completed the ninth grade in Table IV. This table
shows the same general tendencies as noticed in the preceding
one (Table III). The advantages of the one-room accredited
over the one-room non-accredited were marked and constant in
all but the 12 year old group where each have 100 per cent.
Eighteen year old group--accredited 100 per cent, non-ac-
credited 50 per cent; 17 year old group--accredited 67 per

⁵
Op. Cit.

⁷
Op. Cit.

⁶
Op. Cit.

TABLE IV

PERCENTAGE OF PUPILS COMPLETING THE NINTH GRADE FROM
THE DIFFERENT SCHOOL GROUPS ACCORDING TO AGE RANGE

Age	One- room Acc.	One- room Non- acc.	Two- room Acc.	Two- room Non- acc.	Con- soli- dated Acc.	Con- soli- dated Non- acc.	Total Percent- age
18 yrs.	100	50	0	33	100	0	54
17 yrs.	67	28	50	37	54	25	41
16 yrs.	75	32	0	41	51	67	49
15 yrs.	100	48	87	52	64	69	61
14 yrs.	100	84	78	75	84	92	83
13 yrs.	100	59	83	78	80	80	75
12 yrs.	100	100	0	100	100	0	100

cent, non-accredited 28 per cent; 16 year old group--accredited 75 per cent, non-accredited 32 per cent; 15 year old group--accredited 100 per cent, non-accredited 48 per cent; 14 year old group--accredited 100 per cent, non-accredited 84 per cent; 13 year old group--accredited 100 per cent, non-accredited 59 per cent; 12 year old group--accredited 100 per cent, non-accredited 100 per cent.

In the two-room group the advantage is in favor of the accredited school, although it is not so constant nor so great as in the one-room group. Eighteen year old group--accredited 0 per cent, non-accredited 33 per cent; 17 year old group--accredited 50 per cent, non-accredited 37 per cent; 16 year old group--accredited no pupils, non-accredited 41 per cent; 15 year old group--accredited 87 per cent, non-accredited 52 per cent; 14 year old group--accredited 78 per cent, non-accredited 75 per cent; 13 year old group--accredited 83 per cent, non-accredited 78 per cent; 12 year old group--accredited no pupils, non-accredited 100 per cent.

The consolidated schools show no advantage to either the accredited or the non-accredited group. Eighteen year old group--accredited 100 per cent, non-accredited no pupils; 17 year old group--accredited 54 per cent, non-accredited 25 per cent; 16 year old group--accredited 51 per cent, non-accredited 67 per cent; 15 year old group--accredited 64 per cent, non-accredited 69 per cent; 14 year old group--accredited 84 per cent, non-accredited 92 per cent; 13 year old group--accredited 80 per cent, non-accredited 80 per cent; 12 year old group--accredited 100 per cent, non-accredited

no pupils.

The total percentage of pupils finishing the ninth grade from all rural schools (Total Column, Table IV) is almost an exact negative correlation of the age of graduating from the eighth grade. Eighteen year old group 54 per cent; 17 year old group 41 per cent; 16 year old group 49 per cent; 15 year old group 61 per cent; 14 year old group 83 per cent; 13 year old group 75 per cent; 12 year old group 100 per cent. This is further evidence of tenure correlating negatively with age in finishing the elementary grades.

The percentage of pupils entering the tenth grade from the one-room accredited and non-accredited schools (Table V) shows superiority in favor of the accredited schools. Eighteen year old group--accredited 0 per cent, non-accredited 25 per cent; 17 year old group--accredited 68 per cent, non-accredited 7 per cent; 16 year old group--accredited 75 per cent, non-accredited 32 per cent; 15 year old group--accredited 100 per cent, non-accredited 36 per cent; 14 year old group--accredited 50 per cent, non-accredited 78 per cent; 13 year old group--accredited 100 per cent, non-accredited 50 per cent; 12 year old group--accredited 100 per cent, non-accredited 50 per cent.

The percentage of pupils entering the tenth grade from the two-room accredited schools shows a constant advantage over the two-room non-accredited (Table V). Although there is not so great a difference as in the one-room group the factor is more constant. Eighteen year old group--accredited 0 per cent, non-accredited 0 per cent; 17 year old

TABLE V

PERCENTAGE OF PUPILS ENTERING THE TENTH GRADE FROM
THE DIFFERENT SCHOOL GROUPS ACCORDING TO AGE RANGE

Age	One- room Acc.	One- room Non- acc.	Two- room Acc.	Two- room Non- acc.	Con- soli- dated Non- acc.	Con- soli- dated Non- acc.	Total Percent- age
18 yrs.	0	25	0	0	100	0	27
17 yrs.	68	7	50	12	54	0	27
16 yrs.	75	32	0	35	37	55	39
15 yrs.	100	36	62	33	48	69	50
14 yrs.	50	78	78	65	84	84	79
13 yrs.	100	50	83	67	75	80	70
12 yrs.	100	50	0	100	100	0	83

group--accredited 50 per cent, non-accredited 12 per cent; 16 year old group--accredited no pupils, non-accredited 35 per cent; 15 year old group--accredited 62 per cent, non-accredited 33 per cent; 14 year old group--accredited 78 per cent, non-accredited 65 per cent; 13 year old group--accredited 83 per cent, non-accredited 67 per cent; 12 year old group--accredited no pupils, non-accredited 100 per cent.

In the consolidated group there is not a constant difference in favor of either the accredited or non-accredited group. Eighteen year old group--accredited 100 per cent, non-accredited no pupils; 17 year old group--accredited 54 per cent, non-accredited 0 per cent; 16 year old group--accredited 37 per cent, non-accredited 55 per cent; 15 year old group--accredited 48 per cent, non-accredited 69 per cent; 14 year old group--accredited 84 per cent, non-accredited 84 per cent; 13 year old group--accredited 75 per cent, non-accredited 80 per cent; 12 year old group--accredited 100 per cent, non-accredited no pupils.

The total column (Table V) again shows that tenure is in negative correlation with age. The percentage of all pupils entering the tenth grade from the rural schools was: 18 year old group 27 per cent; 17 year old group 27 per cent; 16 year old group 39 per cent; 15 year old group 50 per cent; 14 year old group 79 per cent; 13 year old group 70 per cent; 12 year old group 83 per cent.

It can be observed from the above figures that the percentages almost invariably increase with the lesser age rankings.

Table VI shows the percentage of pupils completing the tenth grade from the different school groups.

The one-room accredited schools show a marked advantage over the one-room non-accredited. Eighteen year old group--accredited 0 per cent, non-accredited 25 per cent; 17 year old group--accredited 67 per cent, non-accredited 7 per cent; 16 year old group--accredited 75 per cent, non-accredited 32 per cent; 15 year old group--accredited 100 per cent, non-accredited 36 per cent; 14 year old group--accredited 50 per cent, non-accredited 74 per cent; 13 year old group--accredited 100 per cent, non-accredited 50 per cent; 12 year old group--accredited 100 per cent, non-accredited 50 per cent.

The two-room accredited schools show an advantage over the two-room non-accredited schools in each case except where there are no pupils to be compared. Eighteen year old group--accredited 0 per cent, non-accredited 0 per cent; 17 year old group--accredited 50 per cent, non-accredited 12 per cent; 16 year old group--accredited no pupils, non-accredited 35 per cent; 15 year old group--accredited 62 per cent, non-accredited 33 per cent; 14 year old group--accredited 78 per cent, non-accredited 65 per cent; 13 year old group--accredited 83 per cent, non-accredited 67 per cent; 12 year old group--accredited no pupils, non-accredited 100 per cent.

In the consolidated group there is no significant advantage. Eighteen year old group--accredited 100 per cent, non-accredited no pupils; 17 year old group--accredited 46 per cent, non-accredited 0 per cent; 16 year old group--accredited 37 per cent, non-accredited 55 per cent; 15 year old

TABLE VI

PERCENTAGE OF PUPILS COMPLETING THE TENTH GRADE FROM
THE DIFFERENT SCHOOL GROUPS ACCORDING TO AGE RANGE

Age	One-room Acc.	One-room Non- acc.	Two-room Acc.	Two-room Non- acc.	Con- solid- ated Non- acc.	Con- solid- ated Non- acc.	Total Percent- age
18 yrs.	0	25	0	0	100	0	27
17 yrs.	67	7	50	12	46	0	25
16 yrs.	75	32	0	35	37	55	39
15 yrs.	100	36	62	33	43	69	50
14 yrs.	50	74	78	65	82	84	77
13 yrs.	100	50	83	67	75	80	70
12 yrs.	100	50	0	100	100	0	83

group--accredited 48 per cent, non-accredited 69 per cent; 14 year old group--accredited 82 per cent, non-accredited 84 per cent; 13 year old group--accredited 75 per cent, non-accredited 80 per cent; 12 year old group--accredited 100 per cent, non-accredited no pupils.

The percentage completing the tenth grade from the different age groups, including all rural school graduates, is in negative correlation to age of graduation from the eighth grade. Eighteen year old group 27 per cent; 17 year old group 25 per cent; 16 year old group 39 per cent; 15 year old group 50 per cent; 14 year old group 77 per cent; 13 year old group 70 per cent; 12 year old group 83 per cent.

Table VII is a summation of this data and is more comprehensible as a comparison of the accredited and non-accredited schools than the age distribution tables that have preceded. In this table the entrance and completion of the two grades are calculated without reference to the age at which the pupils graduated from elementary school.

The one-room accredited and non-accredited schools started with a possible entrance number of 20 and 194 respectively. Of these 65 per cent of the accredited group and 34.5 per cent of the non-accredited group entered the ninth grade; 65 per cent of the accredited group and 29.8 per cent of the non-accredited group completed the ninth grade; 55 per cent of the accredited group and 24.2 per cent of the non-accredited group entered the tenth grade; 55 per cent of the accredited group and 23.7 per cent of the non-accredited group completed the tenth grade.

TABLE VII

PROGRESS OF THE EIGHTH GRADE GRADUATES FROM THE
ACCREDITED AND NON-ACCREDITED RURAL SCHOOLS

Schools	No. of Gradu- ates	No. Enter- ing 9th	Per Cent Enter- ing 9th	No. Com- pleting 9th	Per Cent Completing 9th	No. Enter- ing 10th	Per Cent Enter- ing 10th	No. Com- pleting 10th	Per Cent Completing 10th
Group I One-room Acc.	20	13	65	13	65	11	55	11	55
Group II One-room Non-acc.	194	67	34.5	58	29.8	47	24.2	46	23.7
Group III Two-room Acc.	31	22	70.9	20	64.5	18	58	18	58
Group IV Two-room Non-acc.	121	57	47.1	46	38	35	28.9	35	28.9
Group V Gen. acc.	175	147	84	122	69.7	111	63.4	109	62.2
Group VI Gen. Non-acc.	56	34	60.7	32	57.1	29	51.7	29	51.7
Total Acc.	226	182	80.5	155	68.5	140	61.9	138	61
Total Non-acc.	371	158	42.5	136	36.7	111	29.9	110	29.6

These figures show conclusively that the percentage of pupils entering the ninth, completing the ninth, entering the tenth and completing the tenth are markedly higher in the accredited than in the non-accredited schools for these three years. If this is true as a whole the one-room accredited schools are producing, roughly, twice as large a percentage of pupils that are successful in completing two years of high school work as the one-room non-accredited schools.

8

Van Alstine found that of the original group that graduated from the one-room accredited schools of Washita County 47 per cent entered the ninth grade, 33 per cent completed the ninth grade, 23.5 per cent entered the tenth grade, 13 per cent completed the tenth grade. Of the pupils who graduated from the one-room non-accredited schools of Washita County 45 per cent entered the ninth grade, 30 per cent completed the ninth grade, 16 per cent entered the tenth grade, 12 per cent completed the tenth grade. This survey of Van Alstine's⁹ shows that the one-room accredited school was superior to the one-room non-accredited school in each of the four comparisons of entrance and tenure that he made.

The two-room accredited and non-accredited schools started with a possible entrance number of 31 and 121 respectively. Of these 70.9 per cent of the accredited group and 47.1 per cent of the non-accredited group entered the ninth grade; 64.5 per cent of the accredited group and 38 per cent of the non-accredited group finished the ninth

⁸
Ibid.

⁹
Op. Cit.

grade; 58 per cent of the accredited group and 28.9 per cent of the non-accredited group entered the tenth grade; 58 per cent of the accredited and 28.9 per cent of the non-accredited group completed the tenth grade. In each of these cases the accredited school was considerably above the non-accredited. These figures tend to show that there is a marked advantage of possible tenure if a pupil be graduated from a two-room accredited school rather than from a two-room non-accredited school.

10

Van Alstine found that of the original group graduating from the two-room accredited schools of Washita County 65 per cent entered the ninth grade, 44 per cent completed the ninth grade, 36 per cent entered the tenth grade, 26 per cent completed the tenth grade.

11

Griffith found that of the original group graduating from the two-room accredited schools of Pontotoc County 88.5 per cent entered and completed the ninth grade.

12

Nelson found that of the original group graduating from the two-room accredited schools of Osage County 96.4 per cent entered and completed the tenth grade.

13

Van Alstine found that of the original group graduating from the two-room non-accredited schools of Washita County 42 per cent entered the ninth grade, 17 completed the ninth grade, 12 per cent entered the tenth grade, 3 per cent completed the tenth grade.

10

Ibid.

12

Ibid.

11

Ibid.

13

Ibid.

28

14 15

Nelson and Griffith found that less than 36 per cent of the original groups entered and completed the ninth grade, from the two-room non-accredited schools of Osage and Pontotoc Counties, respectively.

The consolidated accredited and non-accredited schools started with a possible entrance number of 175 and 56 respectively. Of these 84 per cent of the accredited group and 60.7 per cent of the non-accredited group entered the ninth grade; 69.7 per cent of the accredited group and 57.1 per cent of the non-accredited group completed the ninth grade; 63.4 per cent of the accredited group and 51.7 per cent of the non-accredited group entered the tenth grade; 62.2 per cent of the accredited group and 51.7 per cent of the non-accredited group completed the tenth grade. The difference is not so great as in the cases of the one-room and two-room school groups, but it is constant and in favor of the accredited school.

16

Van Alstine found that of the original group graduating from the consolidated accredited schools of Washita County 39 per cent entered the ninth grade, 60 per cent completed the ninth grade.

17

Griffith found that of the original group graduating from the consolidated accredited schools of Pontotoc County 92.9 per cent entered and completed the ninth grade.

Summary.---The graduates of the one-room accredited

14
Ibid.

16
Ibid.

15
Ibid.

17
Ibid.

schools had an average age .7 of a year less than the graduates of the one-room non-accredited schools of Custer County. The graduates of the two-room accredited schools had an average age .5 of a year less than the graduates of the two-room non-accredited schools of Custer County. The graduates of the consolidated non-accredited schools had an average age of .4 of a year less than the graduates of the consolidated accredited schools of Custer County. The consolidated schools have swung back and forth from the accredited to the non-accredited group without any change in the qualification of teachers or length of term or physical equipment. They are not under very close supervision of the County Superintendent.

18 19 20
 Van Alstine , Griffith , and Nelson found that in eleven of their twelve comparisons that the graduates of the accredited schools had a younger average age than the graduates of the corresponding non-accredited schools.

The writer concludes that the accredited rural schools are preparing their graduates at a younger age than the non-accredited rural schools.

All graduates of the rural schools of Custer County of known age show an almost exact negative correlation with age at graduation and percentage of the groups of different ages entering the ninth grade, completing the ninth grade, entering the tenth and completing the tenth grade.

The writer concludes that the younger pupils are marked-

18
 Op. Cit.

20
 Op. Cit.

19
 Op. Cit.

ly more apt to enter and complete the first two years of high school than the pupils of more advanced age.

The one-room accredited schools of Custer County show a marked and constant advantage over the one-room non-accredited schools of Custer County in percentage entering the ninth grade, completing the ninth grade, entering the tenth grade, and completing the tenth grade. Van Alstine²¹ found this same comparison to be a constant advantage to the accredited schools.

The two-room accredited schools of Custer County show a marked and constant advantage over the two-room non-accredited schools of Custer County in percentage entering the ninth grade, completing the ninth grade, entering the tenth grade, and completing the tenth grade. Van Alstine²² found this same comparison to be a constant and marked advantage to the accredited schools. Griffith²³ and Nelson²⁴ found a marked and constant advantage in percentage of pupils of the accredited schools completing the tenth grade.

The consolidated accredited schools show a constant advantage over the consolidated non-accredited schools in percentage entering the ninth grade, completing the ninth grade, entering the tenth grade, and completing the tenth grade.

The writer concludes that the accredited schools of the rural denomination are uniformly more successful in producing students with aptitudes to enter and complete the ninth and

²¹
Op. Cit.

²³
Op. Cit.

²²
Op. Cit.

²⁴
Op. Cit.

tenth grades than are the non-accredited rural schools. The accredited school graduate is younger than the graduate of the non-accredited school; younger pupils are more successful in entering and completing the ninth and tenth grades; the accredited schools are sending a markedly greater percentage of their pupils through the ninth and tenth grades than are the non-accredited schools.

CHAPTER IV

A COMPARISON OF THE SCHOLASTIC MARKS OF THE GRADUATES OF THE ACCREDITED AND NON-ACCREDITED RURAL SCHOOLS OF CUSTER COUNTY

The preceding chapters have shown that the basic knowledge of the pupil of the accredited school is higher than that of the non-accredited, that he graduates at a younger age, and that the chances of his tenure through two years of high school work are greater. The last phase of the investigation is a comparison of his marks with the marks made by the average non-accredited pupil. Which does more satisfactory work?

In order to make the comparison as direct as possible three basic subjects taken by all freshmen and sophomores in the high schools of Custer County were used: English, History, and Mathematics. These marks were translated from letters to numbers, according to the values set on each letter by the ten different high schools.

Table VIII shows the average marks made by these pupils in English I, History I, and Algebra I.

The one-room accredited group had 20 graduates, 65 per cent of whom completed the ninth grade. They made average marks of 77.7 in English I, 77.3 in History I, 79.8 in Algebra I, and an average for the three subjects of 78.3.

The one-room non-accredited group had 194 graduates, 29.8 per cent of whom completed the ninth grade. They made average marks of 78.7 in English I, 78 in History I, 77.7 in Algebra I, and an average for the three subjects of 78.

These marks are almost identical in results--the dif-

TABLE VIII

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COMPARISON OF THE AVERAGE NINTH GRADE SCHOLASTIC
MARKS AND PERCENTAGE OF COMPLETION OF GRADUATES

Schools	No. of Gradu- ates	Percent- age of Original Group Making the Grades	Eng.I	Hist.I	Alg.I	Total Aver- age
Group I One-room Acc.	20	65	77.7	77.3	79.8	78.3
Group II One-room Non-acc.	194	29.8	78.7	78	77.7	78.1
Group III Two-room Acc.	31	64.5	77.3	79.9	79.7	78.9
Group IV Two-room Non-acc.	121	38	79	80	81.3	80.1
Group V Consoli- dated Acc.	175	69.7	76.9	76.4	81.1	78.1
Group VI Consoli- dated Non-acc.	56	57.1	78.4	80.3	80.1	79.6

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ference being so slight as to be negligible. But looking back at the percentage of the original group that made these marks (Table VIII) we find that the accredited schools were represented by 65 per cent, as compared to only 29.8 per cent of the non-accredited. If intelligence, desire to go on to school, and ambition be factors concerned in making good marks, then we are to suppose, that as a whole, those best fitted to go to high school are the ones that do so. If this be true, then a group that can put 65 per cent of its total number into competition with 29.8 per cent of another group and virtually tie the results must be a markedly superior group as a unit. It seems safe to conclude that the results here shown, although at first glance of no significance, are a proof that the accredited school is serving a larger proportion of its students than is the non-accredited school.

The two-room accredited group had 31 graduates, 64.5 per cent of whom completed the ninth grade. They made average marks of 77.3 in English I, 79.9 in History I, 79.7 in Algebra I, and an average for the three subjects of 78.9.

The two-room non-accredited group had 121 graduates, 38 per cent of whom completed the ninth grade. They made average marks of 79 in English I, 80 in History I, 81.3 in Algebra I, and an average for the three subjects of 80.1.

The results here are again almost identical, the slight margin of superiority being in favor of the non-accredited schools. But from the percentage of the original group (Table VIII) that made these marks, a different conclusion

may be drawn. The two-room accredited group was represented by 64.5 per cent of its total graduating number, as compared to only 38 per cent of the original group from the two-room non-accredited. If the contention that there is correlation between desire to continue and ability to make good marks in high school is true, then the greater percentage of the accredited school has made as good marks as the much smaller percentage of the non-accredited grades. This is an advantage in favor of the accredited school.

In the consolidated accredited group (Table VIII) there were 175 graduates, 69.7 per cent of whom completed the ninth grade. They made average marks of 76.9 in English I, 76.4 in History I, 81.1 in Algebra I, and an average for the three subjects of 78.1.

The consolidated non-accredited group had 56 graduates, 57.1 per cent of whom completed the ninth grade. They made average marks of 78.4 in English I, 80.3 in History I, 80.1 in Algebra I, and an average for the three subjects of 79.6.

The difference is slight and in favor of the non-accredited, but, again, there is a considerable difference in the percentage of the original group represented (Table VIII). The accredited school had 69.7 per cent and the non-accredited 57.1 per cent of the number of graduates. Although the percentage is not so marked as in the other two cases, there is still sufficient difference as to be able to say that the accredited schools are not doing inferior work to the non-accredited consolidated schools.

Table IX shows the average marks made by these pupils

TABLE IX

COMPARISON OF THE AVERAGE TENTH GRADE SCHOLASTIC
MARKS AND PERCENTAGE OF COMPLETION OF GRADUATES

Schools	No. of Gradu- ates	Percent- age of Original Group Making the Grades	Eng.II	Hist.II	Geom.	Total Aver- age
Group I One-room Acc.	20	55	76.6	75.9	76.4	76.3
Group II One-room Non-acc.	194	23.7	80.4	80.7	81.9	81
Group III Two-room Acc.	31	58	77.7	75.4	79.4	77.2
Group IV Two-room Non-acc.	121	28.9	80.7	80.1	79.1	79.9
Group V Consoli- dated Acc.	175	62.2	79.2	77.6	77.1	77.9
Group VI Consoli- dated Non-acc.	56	51.7	83.2	81.3	82.4	82.3

in English II, History II, and Geometry.

The one-room accredited group had 20 graduates, 55 per cent of whom completed the tenth grade. They made average marks of 76.6 in English II, 75.9 in History II, 76.4 in Geometry, and an average for the three subjects of 76.3.

The one-room non-accredited schools had 194 graduates, 23.7 per cent of whom completed the tenth grade. They made average marks of 80.4 in English II, 80.7 in History II, 81.9 in Geometry, and an average of 81 for the three subjects.

The marks were better in the non-accredited group by an average difference of 4.7 points. This small difference is overbalanced by the fact that the accredited schools had 55 per cent of their original group represented as compared to only 23.7 per cent of the non-accredited group.

The two-room accredited schools had 31 graduates, 58 per cent of whom completed the tenth grade. They made average marks of 77.7 in English II, 75.4 in History II, 79.4 in Geometry, and an average of 77.2 for the three subjects.

The two-room non-accredited schools had 121 graduates, 23.9 per cent of whom completed the tenth grade. They made average marks of 80.7 in English II, 80.1 in History II, 79.1 in Geometry, and an average of 79.9 for the three subjects.

The difference of 2.7 points is in favor of the non-accredited schools, but the percentage (Table IX) representing this group reverses the apparent result. The accredited group was represented by 58 per cent of its original number, as compared to the non-accredited, which was re-

presented by only 28.9 per cent of the original group.

The consolidated accredited schools had 175 graduates, 62.2 per cent of whom completed the tenth grade. They made average marks of 79.2 in English II, 77.6 in History II, 77.1 in Geometry, and an average for the three subjects of 77.9.

The consolidated non-accredited schools had 56 graduates, 51.7 per cent of whom completed the tenth grade. They made average marks of 83.2 in English II, 81.3 in History II, 82.4 in Geometry, and an average of 82.3 in the three subjects.

The difference of 4.4 points is in favor of the non-accredited schools. The percentage (Table IX) of the original group represented was accredited 62.2 per cent, non-accredited 51.7 per cent. This difference is not so large as in the other groups, but is still significant.

Summary.--The scholastic marks of the non-accredited rural schools are slightly better than those of the accredited rural schools. This advantage is from 4.7 to .2 points, based on 100 points as perfect. The percentage of the original group (Table IX) represented is uniformly greater in the accredited schools than in the corresponding non-accredited schools. This difference ranges from 36.5 per cent to 10.5 per cent. If the better type of student from an average group is more likely to go on with his school work than the poorer type, then the fact that the accredited schools are sending a markedly larger percentage of their pupils to high school than the non-accredited schools, and that these students are making practically as good marks as do students from the non-accredited schools, is an indication that the

former schools are producing students of higher average ability than are the latter.

25

Nelson found that the children from the accredited schools made the better grades.

26

Griffith found that there is no significant difference in the grades made by pupils from the two types of schools of each group.

27

Van Alstine found that there is no appreciable difference in the grade marks made by the high school students from the two groups.

25

Ibid.

27

Ibid.

26

Ibid.

CHAPTER V

SUMMARY AND CONCLUSION

I. The first comparison was the average score made by the accredited and non-accredited one-room and two-room schools of Custer County on a series of standardized tests given by the County Superintendent. On these tests given to all pupils in the four upper grades of the one-room and two-room schools of Custer County the results were: two-room accredited schools--average score of 38.8; one-room accredited schools--average score of 31.8; one-room non-accredited schools--average score of 27.6; two-room non-accredited schools--average score of 25.8. These tests were compiled by the State Department of Education and were supposed to test the knowledge of the pupil over the work that he was supposed to have covered in his elementary study up to the time that the tests were given.

II. The average age of the graduates of the one-room accredited schools was .7 of a year less than the graduates of the one-room non-accredited schools of Custer County. The average age of the graduates of the two-room accredited schools was .5 of a year less than the graduates of the two-room non-accredited schools of Custer County. The graduates of the non-accredited consolidated schools had an average of .4 of a year less than the graduates of the consolidated accredited schools of Custer County. The consolidated schools have swung back and forth from the accredited to the non-accredited group without any change in the qualifications of the teachers or length of term or quality of physical equip-

ment. They are not under very close supervision of the County Superintendent.

III. All graduates of the rural schools of Custer County of known age show an almost exact negative correlation with percentage of the groups of various ages entering the ninth grade, completing the ninth grade, entering the tenth grade, and completing the tenth grade.

IV. The one-room accredited schools of Custer County show a marked and constant advantage over the one-room non-accredited schools of Custer County in percentage entering the ninth grade, completing the ninth grade, entering the tenth grade, and completing the tenth grade. The two-room accredited schools of Custer County show a marked and constant advantage over the two-room non-accredited schools of Custer County in percentage entering the ninth grade, completing the ninth grade, entering the tenth grade, and completing the tenth grade. The consolidated accredited schools of Custer County show a constant advantage (although not so marked) over the consolidated non-accredited schools of Custer County in percentage entering the ninth grade, completing the ninth grade, entering the tenth grade, and completing the tenth grade.

V. The one-room accredited group had 20 graduates, 65 per cent of whom completed the ninth grade with an average mark for English I, History I, and Algebra of 78.3; 55 per cent of whom completed the tenth grade with an average mark for English II, History II, and Geometry of 76.3. The one-room non-accredited group had 194 graduates, 29.8 per cent

of whom completed the ninth grade with an average mark for English I, History I, and Algebra of 78; 27 per cent of whom completed the tenth grade with an average mark for English II, History II, and Geometry of 81. The two-room accredited group had 31 graduates, 64.5 per cent of whom completed the ninth grade with an average mark for English I, History I, and Algebra of 78.9; 58 per cent of whom completed the tenth grade with an average mark for English II, History II, and Geometry of 77.2. The two-room non-accredited group had 121 graduates, 38 per cent of whom completed the ninth grade with an average mark for English I, History I, and Algebra of 80.1; 28.9 per cent of whom completed the tenth grade with an average mark for English II, History II, and Geometry of 79.9. The consolidated accredited group had 175 graduates, 69.7 per cent of whom completed the ninth grade with an average mark for English I, History I, and Algebra of 78.1; 62.2 per cent of whom completed the tenth grade with an average mark for English II, History II, and Geometry of 77.9. The consolidated non-accredited group had 56 graduates, 57.1 per cent of whom completed the ninth grade with an average mark for English I, History I, and Algebra of 79.6; 51.7 per cent of whom completed the tenth grade with an average mark for English II, History II, and Geometry of 82.3.

VI. The writer concludes that the accredited schools of Custer County are superior to the non-accredited schools of Custer County in knowledge of subject matter (I); in graduating pupils at a younger age (II), which is a factor

in entering and completing the ninth and tenth grades (III); in percentage entering the ninth grade, completing the ninth grade, entering the tenth grade, and completing the tenth grade (IV); and in preparing a markedly larger percentage of their pupils to do high school work with the same average marks as the smaller percentage of the non-accredited schools (V).

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